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ABSTRACT

This annual collection of articles on teaching and learning in Utah's 2-year colleges begins with an examination by Don A. Carpenter of the slow growth and acceptance of the comprehensive concept of the community college prevalent in other states. Next, Arvo Van Alstyne discusses "Educational Purposes and Priorities" and argues for a diversified educational system that will recognize the multiplicity of vocations, individuals, and institutions. Then, Susan Burdett emphasizes the importance of the research paper in leading students to a direct application of their knowledge. After Michael A. Petersen's description of the development of a new general education program at the College of Eastern Utah (CEU), Robert I. Taniguchi outlines the creation of CEU's core course in energy. Next, Michael M. Homer discusses methods of "Integrating the Computer into Curricular Planning." Then, Veonne Howlett presents methods of motivating students in the classroom through recognition, reward, and reinforcement. Following Gary Parnell's sketch of a structure for facilitating literature instruction, Janice Kleen outlines the benefits of teaching expressive writing in content area courses. Finally, Vaun Waddell examines some of the social changes that will have an impact on education in Utah in the coming years. (HB)

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FOCUS:

A FORUM ON TEACHING AND LEARNING IN UTAH COMMUNITY AND TECHNICAL COLLEGES

Volume 1

September 1982

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FOCUS

A Forum on Teaching and Learning in Utah Community and Technical Colleges

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EDITORIAL COMMENT

THE DAY OF THE COMPREHENSIVE COMMUNITY COLLEGE IN UTAH

Dr. Don A. Carpenter

Origins of the uniquely American two-year college go back to the turn of the century when University of Chicago President William Rainey Harper organized the "academic college" or "junior college" to serve freshmen and sophomore students. It took 50 to 60 years for this new college concept to develop and flourish, but during the past two decades the growth of these "people's colleges," or comprehensive community colleges, which now provide a diverse mixture of academic university-parallel, vocational-technical, and community service programs, has become one of the greatest success stories in American education.

America has long been committed to providing student access to higher education. Land-grant appropriations of the 1862 and 1890 Morrill Acts furthered that commitment. But the goal of extending higher education opportunity to all of the nation's citizens has in more recent years been largely realized through the rapid growth and development of some 1050 publicly supported two-year community and technical colleges.

Community College Growth

During the 1960's and early 1970's more than 500 new community colleges opened their doors, and enrollments increased from 645,000 students in 1961 to 4,743,000 students in 1981. Public community colleges today enroll more than one out of every three students in higher education, compared with only one out of nine students two decades ago.

Meanwhile, Utah's commitment to provide student access to higher education has been strong and a great source of state pride. During the past several years, intention surveys of Utah high school seniors have continued to report that about two thirds of them expect to enroll in some form of postsecondary education, more than half of them in Utah colleges and universities. The percentage of Utah high school graduates seeking higher education has consistently been well above the national average.

Utahns have always valued education. Public schools were established during the fall of 1847, the first year of the arrival of pioneers into the Great Salt Lake Valley. The University of Deseret (later rechartered as the University of Utah) began offering instruction in 1850. Other institutions followed in Logan, Cedar City, and elsewhere, including two-year colleges in Ephraim, St. George, and Ogden, organized first as Stake Academies of the LDS Church and then as junior colleges under state jurisdiction.

While no attempt will be made here to trace the history of Utah's nine public institutions of higher education, it seems somewhat paradoxical to note that a state with such a strong historical commitment to higher education and to educational opportunity for its total citizenry would be so tardy in recognizing and embracing the advantages and benefits of the comprehensive community college.

Slow Acceptance in Utah

In some ways Utah's reluctance to adopt

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the comprehensive community college concept may be understandable. Contrary to the perceptions of many, Utah is basically an urban state, with about 80 percent of the population located in the four large Wasatch Front counties. The University of Utah, Weber State College, and Brigham Young University, as well as Utah State University slightly to the north, have over the years served this urban population well, providing access to nearly all who wished to attend. Meanwhile, technical colleges in Salt Lake City and Provo have received considerable public support and grown rapidly during the past decade. Nonetheless, historically the major emphasis and priority of Utah higher education has clearly been the development and advancement of four-year and graduate institutions at the center of the state's population. This is not to suggest that the smaller colleges of rural Utah have been neglected by legislators or the State Board of Regents. Indeed, without a statewide governance structure and full state as opposed to local funding for these institutions, these outlying colleges would be harder pressed financially than at present and some may have even been forced to close their doors long ago.

It should be clear to most observers that dominance of the urban situated senior institutions in Utah has contributed toward the underdevelopment of postsecondary vocational-technical education in the state, including slow growth and acceptance of the comprehensive community college concept which nationally, particularly in large metropolitan centers, accommodates higher percentages of vocational and occupational students than those pursuing mainly academic and baccalaureate interests.

Vocational Education Interests

Few would deny that strong and sustained focus on the state's northern senior institutions has resulted in significant centers of excellence in several disciplines at these schools. This focus and commitment to baccalaureate and graduate education, while laudable and responsive to many student and societal interests, has not addressed the total postsecondary educational needs of the state's adult population.

Ignored in the process, at least partially, have been increasing demands for the vocational-technical training typically provided in other states through comprehensive community colleges. Neglect of the comprehensive community college philosophy not only in the urban centers but also in the "junior colleges" of rural Utah, has in part resulted in the rise of a largely unplanned and duplicative, competitive state network of area vocational centers consisting of more than 70 percent adult students seeking career preparation or retraining.

Had Utah embraced the national comprehensive community college movement sooner, it is conceivable that the area vocational centers would not have emerged at all. It is also probable that far more students would have graduated with postsecondary vocational education and training skills and be better able to cope in Utah's industrial job market. Particularly would this be true if they had also been able to acquire a good general education in basic literacy, computation, and reasoning skills available in the comprehensive community college. At least to some extent, based upon high lower division attrition rates and the current need for remedial education at four-year institutions, the variety and level of vocational and general education offerings typically provided by comprehensive community colleges would be more compatible with the aptitudes and interests of thousands of Utah students.

Current Signs of Acceptance

In spite of the above observations and past Utah educational history, it appears that the day of the comprehensive community college in this state may have finally arrived. The following signs point to its growing acceptance:

- Approval by the Utah Legislature for Utah Technical Colleges at Provo and Salt Lake to award the

Associate of Science degree in general education on a pilot basis.

- The recent appointment of two former community college presidents to head the technical colleges at UTC/SL and UTC/P.
- The announcement of more selective admissions standards at the University of Utah and possibly at other four-year institutions (Brigham Young University continues to raise admissions requirements because of enrollment ceilings), providing increased pressure for alternative access to higher education for Utah's growing population — the most obvious solution for which is adoption of the comprehensive community college philosophy with open admissions at the urban technical colleges as well as rural community colleges.
- Lack of support at the University of Utah for the notion of operating a community college within the institution, thereby enabling the university to raise academic standards and concentrate on its graduate and research role, and accepting more upper division students who have qualified for transfer from the community college.
- Mounting pressures for students to be able to explore their options, vocational and academic, with proper counseling and student support services, within one institution and without the stigma and difficulties associated with transferring schools.
- Reluctance on the part of many potential students, young and older, to attend a large academic university when they need and seek further education but their goals are uncertain.
- Increased concern on the part of government and education leaders to provide appropriate and economical access to higher education for Utah's growing population, particularly at the lower division level.
- Recent public statements by members of the State Board of Regents, including speeches by its chairman, Kem C. Gardner, endorsing the comprehensive community college philosophy and calling for its adoption by Utah's five two-year colleges.
- Board consensus, short of formal adoption, at the July 1982 meeting of the Regents, endorsing the policy of establishing Utah's five two-year colleges as comprehensive community colleges.

FOCUS is Launched

In light of these signs, all favorable to community college education in Utah, it is most appropriate that we introduce you to the first edition of FOCUS, launched this year by Utah Community and Technical Colleges through the Office of the Commissioner of Higher Education as an annual collection of articles on teaching and learning in these institutions. It is intended to be a forum and means of dialog and communication for all persons interested in community and technical college education in Utah.

FOCUS was spawned in discussions between the editor and Commissioner Arvo Van Alstyne regarding the needs and interests of Utah's two-year college faculty shortly after Dr. Van Alstyne's appointment as Commissioner in August of 1981. Subsequently, the idea of a journal was proposed by the Commissioner in an address to the Sixth Annual Utah Two-Year College Conference held at Utah Technical College/Provo on September 18, 1981. It is most fitting that this address be included as the lead article in the first issue of FOCUS. Other articles have come from the faculty ranks of Utah's five public two-year colleges.

The Editorial Board would like to thank those who have supported the establishment of this journal, including faculty associations and administrators at each of the five Utah two-year institutions, and particularly those who submitted manuscripts for review. For information regarding the submittal of manuscripts for the 1983 edition, please refer to the "Call for Papers" announcement on the inside of the back cover. We hope that future issues of FOCUS will include articles from a wide variety of disciplines — academic and vocational. Comment, comparison, and rebuttal are encouraged. Suggestions for improving the journal are also invited.

EDUCATIONAL PURPOSES AND PRIORITIES*

Dr. Arvo Van Alstyne

I appreciate the invitation extended by your planning committee to address this conference. I am delighted to be here. First, may I applaud your efforts to hold an annual conference for community and technical college personnel in Utah. With limited institutional budgets, I know that many of you are unable to attend out-of-state meetings for professional growth and development. And because of the distances involved, heavy teaching loads, and time and energy constraints, there is often little opportunity during the academic year for faculty members even to confer with peers at sister institutions in the state.

Yet, during the current period of low faculty mobility, and with high percentages of faculty earning tenure at our colleges, we can face the danger of intellectual stagnation and early burnout unless access to personal growth, to learning, to new ideas, and to new and varied teaching strategies is provided faculty members. I know. I've spent most of my adult life teaching and writing. It's my first love. And I know that the best way to improve instruction is to pay close attention to the needs and concerns of motivated faculty members.

This conference offers each of us a chance to compare notes, and to rethink educational values and assess teaching effectiveness.

I believe that by hosting this annual fall conference, and by sponsoring the Regents' Award for Excellence in Teaching, the Office of the Commissioner can not only focus public attention on the benefits and contributions of community and technical colleges in Utah, we can also in some measure become your advocate. It is my hope that in the future the Commissioner's Office will not only help to improve the practical operation of statewide governance, with all of its inherent restrictions, controls, and checkpoints, but will also provide serious and meaningful service to all of your institutions. As I interpret Utah legislation, the Board of Regents and the Commissioner's Office were established by the Utah Higher Education Act of 1969 not only to provide our people with a more efficient and more economical system of higher education, they were also charged to take strong initiative in developing quality institutions, with a corps of respected faculty, and truly excellent programs through the wise management of resources, prudent planning, and what I would call persuasive and statesman-like advocacy.

Faculty Journal Proposal

In this context, to be of greater service to faculty in Utah community and technical colleges, and to provide a forum for presenting your views and experiences as teachers and scholars, I would like to propose the founding of a journal dedicated to excellence in teaching and learning and composed of articles written by faculty and administrators from among your ranks. This journal could be an annual collection of articles, screened by an editorial board representing the faculty of each college. If you concur that such a journal would have a useful role to play in promoting faculty development and in ac-

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ARVO VAN ALSTYNE, Utah's Commissioner of Higher Education, has been Vice President-Executive Assistant and Professor of Law at the University of Utah. He came to the U of U College of Law in 1966 from the University of California, Los Angeles, where he had been a law professor for 13 years. A native of New York, Dr. Van Alstyne was educated in Connecticut and earned his law degree from Yale University.

quainting others — including the Regents, Utah lawmakers, and colleagues at other institutions — with some of the exciting advances as well as teaching dilemmas of your colleges, then I will ask Dr. Don A. Carpenter to serve as editor and have him get in touch with each of your faculty association presidents to receive nominations for an editorial board and to lay the groundwork for launching this journal. I believe it can be published with a modest budget in the Commissioner's Office.

As many of you know, it is becoming increasingly difficult to have articles accepted for publication in refereed journals. But I believe many of you have important and meaningful things to say and to share with your colleagues and others. Many of you, I believe, would welcome an opportunity to communicate your innovations, new teaching techniques, insights, and discoveries, and I think this is a significant way for faculty to grow professionally while bringing their findings and successes to light.

Emphasis on Excellence

Perhaps the most important message I would like to leave with you today is to assure you that I fully intend to function as commissioner for all sectors of public higher education in Utah. As H.G. Wells has suggested, the history of mankind is becoming more and more, "a race between education and catastrophe." I am committed to quality education at our two-year colleges just as I am at the four-year colleges and universities. I intend to encourage excellence in vocational-technical education, in community college education, in liberal education, graduate education, and research at our four-year colleges and universities. If we settle for anything less than providing high quality education at all levels, we will not merit the public trust given us by elected officials, by students and parents, by taxpayers, and by the broader state community which legitimizes our educational enterprise.

The task ahead will not be easy. As most of you know, we have been meeting with your administrators and the Regents the past two days in annual budget hearings. In preparation for these hearings, I visited each of your college campuses in the last week in August, listening to budget and capital facilities requests and attempting to identify priorities. In the course of these budget deliberations, I have come to realize that the governance of Utah higher education is a very delicate balancing act, and that the equitable allocation of scarce resources to our nine public institutions of higher education is a nearly impossible undertaking.

The longer I am involved in education, the more I have come to recognize that all too frequently we tend to perpetuate misleading stereotypes and articulate educational myths. They make the balancing act more difficult. With our concern for accurate institutional data — and I believe in obtaining the very best and most accurate data we can acquire to aid in fiscal and academic planning — it becomes too easy for us to ignore consideration of the real purposes of education and proceed with our work on the basis of classification, stratification, quantification, and too frequently, ossification.

Purposes of Education

For example, I have occasionally heard some educators suggest that vocational-technical education is a less deserving form of

education, and at best is merely a form of occupational training that should be conducted outside of the higher education system for the benefit of persons incapable of benefiting from the intellectual offerings of the universities. Some university purists even believe that schools of education, business, law, or engineering are perhaps necessary but unfortunante compromises with the real purposes of higher learning. I do not subscribe to either notion.

You in the community and technical colleges have heard this kind of rhetoric before, and it offends you. It is nonetheless important for us to recognize that these assumptions and perceptions exist in the minds of some faculty members. Speaking as a law professor and university administrator, I want you to know that I think many of us have not fully considered the vocationally oriented aspects of much of what we call graduate or professional education.

For more than a century and a half, educators have struggled to define what subject areas should constitute the curriculum of higher learning, with the result that offerings are now far broader than the liberal arts proposed by the Yale faculty of 1928 to be preserved forever against the inroads of specialization, vocationalism, and modernism.

Don't misunderstand. I am not being critical of the arts and sciences nor do I wish to join the chorus of angry critics of higher education. Rather, I wish to add perspective to current struggles and debates in Utah that make the balancing act between vocational education, liberal education, and professional education, and between and among their respective institutions and interest groups, so difficult and challenging.

Values and Priorities

To be sure, Utahns have struggled with educational values and priorities for years. Divergent educational interests have over time greatly affected the nature of our institutions, our curricular offerings, and even our patterns of governance. Citizens of this state have been generous in their support for education. It's part of our tradition and culture to have higher than normal percentages of our youths pursue education beyond high school. But we have not been united in how public support for education should be allocated. Should the major emphasis be on high quality university research and graduate education? Or should we stress undergraduate education, with special emphasis upon assurance of greater access for all Utahns through expansion of two-year colleges? Or should our principal focus be utilitarian, seeking to expand vocational-technical education in our colleges and universities, skills centers, and area vocational centers? Overriding all of these issues is the fiscal dilemma we face annually: can and should the state adequately fund programs and institutions to serve all of these demands?

I think that many of the differences we face in fighting through the annual battle of the budget come about because our philosophy

of education is too narrow and limited, or our vision too nearsighted. Excessive competition for funds often reflects the fact that we are too suspicious of each other's motives, too insensitive to differing points of view, or overly zealous in advocating narrow positions.

We forget that the origins of higher learning in the medieval universities related directly to vocation, though it was not called vocational education. It did not involve mere

acquisition of skills for a job, but it was very much concerned about preparation for a career, with what one did with his life or his "calling." It seems to me that if we were to concede that vocation or career preparation has always been, and still is, a central aim of education at all levels, many of our arguments and differences would be viewed as reflecting differences of degree rather than of principle.

For example, debates over the relative merits of funding for general liberal education, as opposed to vocational-technical education, take on a whole new meaning when we realize that a student is involved in broadly conceived vocational education whether he or she opts for a career as a nurse, a computer technician, a classical scholar, an auto mechanic, a politician, a medical doctor, a teacher, an electronic technician, a lawyer, a welder, an architect, a social worker, or an engineer.

In no way should the utilitarian values perceived in career education invalidate or distract from important other goals of higher education, such as personal enrichment and discovery, individual enlightenment and understanding, expansion of the realms of knowledge, and the intellectual, political, and social development of the citizenry to assume an important role in our self-governing society. A healthy realization that higher education, in all its phases, is career or vocation oriented gives focus and direction to these aims, and it tends to reduce the pseudo-elitism that artificially divides the white-collar worker from the blue-collar worker, the engineer from the technician, the scientist from the business man, and the two-year college teacher from the university professor. What it does for all educators is recognize that we are or should be involved in developing the human potential in students of all persuasions and abilities in ways that will work to our common advantage in a changing society. If our plumbers know nothing of philosophy, and our philosophers are ignorant of plumbing, I fear that neither our pipes nor our theories are likely to hold water.

A Diversified Educational System

An important corollary to the recognition of career or vocational development as central theme of our educational objectives, with specific reference to the Utah System of Higher Education, is that it may mitigate invidious comparisons among institutions and programs, and even between governing boards. This approach calls for a diversified system of education that will offer the wide spectrum of opportunities for freedom of choice by our young people as between alternative career paths. It recognizes and provides legitimacy for the full range of educational life styles, from LPNs and MBAs to research scientists and Shakespearean scholars. It accommodates the pluralism of individuals with their diverse interests, abilities, values, and backgrounds; as well as multiplicity of institutions and programs required to meet the human, occupational, industrial, and societal needs of our state. It should be clear to everyone that the time has passed, if it ever existed, that any one institution or program or educational philosophy can be all things to all people.

In talking about the multiplicity of vocations, individuals and institutions, there can, of course, be no single standard of quality and achievement to be applied through some formula across all institutions or programs in the System. We are not a State System of homogeneous colleges and universities, nor should we attempt to become such. The Regents have wisely chosen to encourage differentiation of institutional roles and scope in order to provide a genuine range of choices between educational institutions, opportunities, and alternatives to Utah citizens. I am not suggesting that we abandon qualitative standards; I believe they should be strengthened and upgraded. But they ought to be closely related to the programs of the various institutions and to their purposes and the desired achievement levels of the students admitted.

A Strong Advocate

My predecessor, T.H. Bell, used to say frequently that: "where you stand depends upon where you sit." May I conclude by saying that I did not seek the Commissionership. But I have agreed to accept the position with all of its challenges and opportunities. Suddenly, I find that in discharging my responsibilities I may not always be able to sit where I used to stand. (In fact, lately it doesn't seem like I've been doing any sitting at all.) Anyway, I do want to assure you that while I am Commissioner I will do my utmost to be fair, objective, resourceful, and supportive of all institutions in the Utah System of Higher Education. I hope to be a good listener to your needs and concerns, and a strong advocate for your interests.

*Address given by Dr. Arvo Van Alstyne, Commissioner of Higher Education, Sixth Annual Utah Two-Year College Conference held at Utah Technical College/Provo-Orem Campus, September 18, 1981.

ANOTHER LOOK AT THE RESEARCH PAPER

Susan Burdett

At present, students are inundated with articles and pamplets advising them on how to choose a career, and often the pressure forces them to make unfortunate choices, ones they will later regret. Instead of information about current trends in the job market or projections of ten years of social trends, students need to be encouraged to pursue their own interests and to be flexible in thinking through the complexities of the general tasks they will be undertaking. Although often accused of resisting all kinds of vocational training in favor of "abstract" thought, English Departments are, in fact, very efficient in helping coordinate the problem of matching the students' own personal aspirations with community needs.

English 102, The Research Paper, is the most successful yet most overlooked vocational subject taught by English Departments. Although the current interest in basic composition has improved English 101, unfortunately this interest has not carried over into in-depth freshman or sophomore investigative research. Research papers, whether written in English 102 or in other classes, teach students to read deeply, evaluate ideas, present information thoroughly to others, and apply knowledge to specific tasks. They help students to talk to others, to concentrate their efforts and to work cooperatively in a group. Furthermore, having taught the research paper for ten years now, I can see how students' in-depth search into a subject often evolves into the first step into their careers. The following story of a student I'll call Bill, whom I know well, shows exactly what I mean.

Bill, a former student at the University of Utah, was given the assignment of researching the history and construction of a downtown Salt Lake City apartment building. After his teacher told him to be specific in finding his information, Bill was on his way. During the next few weeks he measured the building's size, described its shape, detailed any unusual ornamentation, noted any remodelling. Afterwards he turned to the Utah State Historical Society for help on the building's history, only to discover that the Society lacked any information on the building. Indeed, the historian on duty asked for a copy of Bill's paper for its files when it was finished. Bill also learned the name of an architect who had an interest in the building, and, after meeting the architect, was offered a part-time job as a draftsman in the firm. So Bill, having finished the paper and handed it in for a grade, began to work on weekends for the firm while he continued with his education. The next year he moved on to a different firm with a variety of contracts, work which led Bill, among other things, to research other downtown buildings, to help with the evaluation of the impact of IPP, and to begin the unification of the zoning laws of Sandy. Afterwards, Bill's education and experience landed him a place in graduate school. With an M.A. in his hand after two years, he was hired as a city planner.

Bill's story represents the potential of higher education brought to a successful end.

SUSAN BURDETT began her college education at the University of California at Berkeley and transferred to the University of Utah to earn a B.A. degree in English. She also received an M.A. degree in English at the University of Utah and has been an English instructor at Snow College for the past four years, teaching courses in composition, Western literature, and poetry. She is a member of the FOCUS editorial board and is in the process of completing a dissertation at the University of California at Davis on 19th Century British autobiographical novels.

First, not only did he learn his subject well, but he also learned how to apply his knowledge to the benefit of his community. Second, Bill's talents and community needs evolved together, so that upon graduation Bill did not lament that the state now had to create a job for him or attract an industry which would utilize his skill. And third, Bill's education allowed him to adapt as the community's vocational needs changed. Furthermore, he was prepared to work either in private industry and business or with the government, as his training was thorough but flexible.

Bill's story is not unique. I have had students research the regulations imposed on hotel/motel businessmen who have pursued careers in that area, students who have researched teacher certification who have become teachers, students who have researched the history of mining in Utah who have gone into mining, students who have researched animal diseases and have gone into ranching, and so on. Also, many students have used their research classes to investigate other, general interests, such as the Wilderness Act, the Air Quality Control Act, draft registration, and adoption. The subjects are endless. When encouraged to research a topic they are interested in, students generally enjoy the work. As one student told me, "I'd rather write a research paper any day than read poetry."

The research paper is a difficult subject to teach, which perhaps acounts for the little attention it gets. The students cannot estimate accurately how much time the research and writing take, and they get frustrated when faced with writing footnotes and bibliographies. A teacher's exercises often bear only a resemblance to the students' subjects, and while the student is gathering material, reading, etc., the teacher often has to stand by and watch. Also, the potential for plagiarism is real. Even when I watch each student's progress carefully, I still get the inevitable paper on alcohol abuse, abortion, gun control (with the most recent footnote dated 1973), papers probably whipped out for a high school English class or borrowed from an older brother and sister. But with a little practice a teacher can keep these papers to a minimum. The knowledge found in the other students' papers is worth the effort.

The benefits to the class as a whole of teaching the research paper are worth the individual risks and failures. True/false and multiple choice tests, and even in-class essays are fine — if the student merely measures his success in terms of a grade. The research paper offers more. It is an appropriate assignment for all subject and theory classes because it leads the student into thinking about the direct application of his knowledge. Furthermore, when students panic, follow fads and join the wave of other students who think the future is in medicine, engineering, computers, and nursing, the research paper reorients them to see their own individual talents, unique abilities, personal interests, and community needs. Students are encouraged to explore their own curiosity in a subject, even when the world seems to be going another way. For these reasons, research papers should be frequently assigned in college classes.

REVISING GENERAL EDUCATION AT COLLEGE OF EASTERN UTAH

Dr. Michael A. Petersen

Starting Fall Quarter, 1982, the College of Eastern Utah will begin implementing a new general education program in the Associate of Arts and Associate of Science degree areas. This article will briefly describe the old general education requirements at the college and then explain the structure of the new program.

Previous Requirements

For the past two decades, the general education component required students to meet the following 48 credit-hour requirement:

1. Basic Communications: nine credit hours, including six credits of English composition and three credits of speech.
2. Physical Education: three separate physical education courses in separate subject areas.
3. Humanities: nine credit hours from two general subject areas within the disciplines of the humanities (e.g., art, literature, music, and theatre).
4. Life Science: nine credit hours from two general subject areas within the life science disciplines (e.g., biology, botany, entomology, physiology, and zoology).
5. Physical Sciences: nine credit hours from two general subject areas within the physical sciences (e.g., chemistry, geology, astronomy, physics).
6. Social Science: nine credit hours from two general subject areas within the social sciences (e.g., political science, history, psychology, anthropology, sociology, economics).

To be awarded the Associate of Arts degree, students were also required to earn a minimum of 15 credit hours in a foreign language area.

During the past two years, two separate faculty committees investigated the desirability of making major alterations in the general education requirements. Members of the committees participated in workshops and seminars on general education and reviewed the status of general education at other institutions in Utah and throughout the nation. The committees' investigations led to recommendations that a complete restructuring of GE requirements was necessary.

Three Primary Goals

Recent analyses of general education in higher education have emphasized that the program should address three primary goals: (1) the reinforcement of such basic skills as composition, mathematics and computational ability, and familiarity with essential elements of American institutions, (2) introduction of students to the key disciplines within the liberal arts, and (3) integration and unification of the liberal arts through use of interdisciplinary curricula.

It was the consensus of faculty members involved in the review of our current GE program that it addressed the first two goals only in a partial way, and it was completely inadequate with regard to the third. The current basic communications requirement sought to develop in our students college-

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level writing skills. However, the lack of a mathematics requirement in general education was a serious deficiency, which had been noted by most members of the faculty. Our students also lacked knowledge of the fundamental principles of American citizenship.

The major purpose of the general education curricula was to introduce students to the key disciplines within the liberal arts. It did so, however, in an insufficiently structured way. There was little effort within the curriculum to define for students the essential disciplines and subjects within the major areas of general education. For example, within the social science area, 32 courses satisfied the general education requirement, 29 were applicable in the humanities, and in the life science area all 16 courses taught at the college could be used to satisfy general education requirements. Courses added to the general education curriculum during the past several years have most often been specialized and have been more appropriate for majors or for those who wanted to pursue a topic at a more advanced level. Thus, students have been independently selecting from among a sometimes bewildering number of courses, some of which have in fact been quite specialized, to achieve the goal of broad familiarity with the major disciplines within the liberal arts.

The third goal associated with general education — an interdisciplinary effort to unify and integrate the liberal arts — was found to be completely lacking under the current program. It was judged essential by faculty review committees that courses be developed and added to general education which confront the major issues of contemporary society from multi-disciplinary perspectives. Although there are currently isolated examples of such courses, the goal of providing a solid interdisciplinary core within general education was only minimally and haphazardly being addressed under the current program.

A New General Education Program

After extensive review and widespread faculty discussion, the Curriculum and Instruction Committee — the curriculum policy-making body for the college — adopted a new GE program which will be phased in this coming fall. By fall 1983, all new students at CEU will be under the new program. The following requirements must be satisfied:

1. Students must satisfy a six-credit-hour basic English composition requirement: English 101-102.
2. Students must demonstrate proficiency in mathematics by successfully completing a mathematics course numbered 100 or higher, or by passing a proficiency examination administered by the mathematics department.
3. A 5-credit-hour American Institutions requirement must be completed by taking Political Science 110, History 170, or Economics 274.
4. Students must take two credit hours in physical education. Courses to satisfy this requirement are to emphasize lifetime activities and are to be approved by the Curriculum and Instruction Committee.
5. Three core courses of five credit hours each must be taken in three separate areas of the curriculum (Humanities and Fine Arts, Social Science, and Science). Core Courses must be approved by the Curriculum and Instruction Committee according to the following criteria:

a. Courses must deal with fundamental human issues that are of contemporary concern.

b. The approach must be interdisciplinary. Faculty from more than one division must be involved in development of course content and/or instruction.

c. Courses must include extensive emphasis on development of effective analytical skills, improved writing abilities, exploration of human values, and use of skills and tools of scholarship appropriate to the course content.

d. Courses must provide for frequent and varied student/faculty interaction.

6. Students must earn five to six credit hours in approved distribution courses from each of five areas: humanities, fine arts, social sciences, life science, and physical sciences. Distribution courses must meet the following criteria:

a. Courses must be designed to introduce students to the basic academic disciplines or fields in the area.

b. Courses must be designed for nonmajors and be introductory with no prerequisites.

c. Courses must provide for at least some written work and emphasize the development of analytical skills.

d. Detailed definitions and course criteria in the five subject areas are to serve as the basis for determining which courses may be included in the distribution areas.

Students with declared majors may take elective courses approved by their faculty advisors as appropriate to their major in lieu of distribution or core courses in the area in which they are majoring.

During the two months following adoption of the new GE program, faculty committees developed detailed definitions and course criteria to determine which courses will be included within the five distribution areas. These definitions and criteria were then reviewed, modified, and approved by the Curriculum and Instruction Committee. In addition, faculty have been working on new core courses. (Please refer to the article by Robert I. Taniguchi which follows). By fall 1982, at least three core courses will be included in the schedule, the courses to be included in the new distribution areas will have been identified, and new students may choose to satisfy the new GE requirements if they wish. The following year, the new GE requirements will be mandatory for students beginning their first quarter at CEU.

BIRTH OF A CORE COURSE

Robert I. Taniguchi

What besides mathematics can a math instructor teach in higher education? I had often asked myself that and other questions like, "What do I *want* to teach?" and "What will my institution *let* me teach?" Then, when the College of Eastern Utah adopted the Core-Distribution curriculum for general education, I at last saw an avenue to try teaching something else. I liked the idea of an interdisciplinary approach, so I wanted to be part of this new curriculum.

Last fall, when the faculty were discussing the pros and cons of the Core-Distribution system, one topic was frequently mentioned as being tailor-made for a core course — Energy. After all, we do live in a coal mining area with two coal-fired power plants nearby. With 60 percent of CEU's academic students coming from a 30-mile radius of the campus, why not educate them about the staple of our local economy? My colleagues were right: energy was a logical choice for a course.

The ideas really started to flow: let's talk about the environment; let's include the social aspects of what happens to an energy-inpacted area like Price; let's discuss the history of energy with a local emphasis; let's look at the other fossil fuels; let's not forget solar energy. The list goes on and on.

Naturally I was excited and wondered what I would contribute to this course. Looking at the subtopics to be studied, I asked the same questions as before — "What on the list am I qualified to teach?" and "What do I want to teach?" As we brainstormed and listed areas to be included in the course, we always mentioned someone who could also teach that particular segment. Our geology professor wanted to teach the physical properties of fossil fuels, while members of the social science faculty wanted to tackle history, economics, and the politics of energy. Chemistry and English professors had keen interests in environmental issues. The CEU mining department wanted to contribute, especially on the applied level. And numerous other resource persons were mentioned. I still felt on the outside looking in because I did not have an area of expertise in energy. After numerous coffeebreak discussions, which led to planning sessions, and finally to the Curriculum Committee, an Energy course was approved. Who would be in charge of this course? Who would be the instructor of record? I volunteered, and that's how this core course got started.

Have you ever volunteered for something and started actual planning on the project only to ask yourself, "What have I gotten myself into?" That's how I feel right now. Here I am, a faculty member who knows the least about Energy, and just approved to teach a course on it.

Teacher or Facilitator?

I've decided that the key word to my situation is "teach." I do not look at myself as the teacher, but as the coordinator of the course. I am not the expert in the field, nor do I

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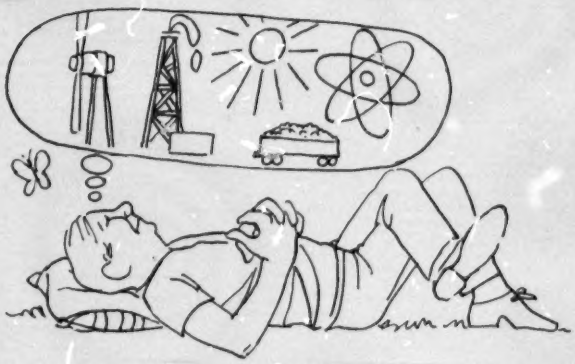
intend to study at such a pace as to become the expert. I will definitely complete plenty of reading to familiarize myself with the topics, but the course is interdisciplinary, and therefore I will utilize guest lecturers to deal with critical areas where expertise is required. I see myself introducing more questions than answering them. I will lead discussions and synthesize the material. I will help students form conclusions by tying facts together. Perhaps this is what a teacher does anyway; if so, I will be the teacher. But I will not be the expert.

Course Outline

The course outline, abbreviated here, anticipates an exciting, possibly unique, academic experience.

I. Broad course objectives include understanding the physical aspects of energy sources and processes; an awareness of economic, social, historical, and political factors; judgmental acumen in energy issues; and an individual practicum.

II. The section on energy resources consists of the earth's energy budget, with origins and comparative economics, including: solar energy and internal heat, the processes they drive; varieties of coal and their development and uses; advantages and disadvantages of nuclear power; geothermal potential; oil and gas and their alternatives; hydroelectric, wind, and tidal power.



III. Another section addresses the environmental patterns and local perspectives; economic history and local considerations; broad political implications and local politics.

Ability to Think

It is often claimed that the general college freshmen of today do not know how to think effectively. They have been taught skills and perhaps have mastered them, but can they think? Are they creative? Can they discover? Are they problem solvers? Can they even identify the problems? We can ask ourselves the same questions. With lives and lifestyles changing so rapidly, the ability to think and adjust is crucial. After students have taken my energy course, I hope they will be better able to make some decisions based on critical thought. I feel certain that after teaching it I will be a better instructor.

INTEGRATING THE COMPUTER IN CURRICULUM PLANNING

Dr. Michael M. Homer

Introduction

In today's world of computerized business, computerized home management, and T.V. games, could it be that our colleges and universities are following rather than leading in creating and disseminating knowledge and skills? Is the real "cutting edge" in the silicon valley in California where corporate "think tanks" are creating equipment which will forever change the office environment?

It is estimated that over 500,000 personal computers were sold in 1981. Half of the personal computers have been employed in business firms where bright young men and women are attempting to gain a productivity edge over their peers. Most of the hardware has been developed for the first-generation electronic office. Efforts are being made to tie the new "Star Wars" equipment together to make a quantum leap forward in office productivity. (Marbach, Lubenow and Gibney, 1981)

A number of current articles would have us believe that businesses are rapidly adopting the computer (DeVore, 1981). Further, the assumption is that our colleges and universities stand ready to train workers for the new jobs being created by the office of the future (Drum, 1981-82). But, are these views reality?

Colleges and universities serve the community in which they reside. Each institution is unique, as is its local business community. Consequently, each institution of higher education should assess its own ability to provide the business curriculum needed to prepare students for future occupations in the primary job market, that of the local community. To what extent is the local business community "leaping forward" in office technology and adopting the computer for business applications?

If colleges and universities are to preserve their role as community leaders, they must determine the needs of the business community they serve. Advisory committees have been relied upon to provide that linkage between the college and business community. But with the rapid growth of technology, it is questionable whether the advisory committee can provide sufficiently current and representative information to reflect the condition of business computer applications. One way to determine the extent of computer utilization by the local business community is to scientifically survey the business community. One college in Utah did just that and found some startling results.

The School of Business at Utah Technical College at Salt Lake wanted to know the current status of small business computer use in Salt Lake City area. The demand for business programs had been growing. Annual openings for managers, clerical personnel, and sales persons until 1986 were reported to exceed 30 percent. (Randall, 1981)

The development of a business curriculum that could integrate computer equipment and software became problematic due to the wide variety of manufacturers and suppliers. Complicating the curriculum development

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process was the lack of information available on Utah Tech's primary employment market regarding computer equipment and its applications to business activities.

Method

A survey was conducted in July and August of 1981. The target population was all business firms identified in the three volume Dun & Bradstreet, Million Dollar Directory, 1980-81 in the Salt Lake City, Utah area. Business firms were stratified by the nine Standard Industrial Classification (SIC) categories and by size of firms. Three firm sizes were arbitrarily chosen using two criteria as shown in table 1.

TABLE 1
Sampling Population Criteria for Firm Size

SIZE	ANNUAL SALES	NUMBER OF EMPLOYEES
Small	< $1 million	< 25
Medium	> $1 million and < $10 million	> 25 and < 100
Large	> $10 million	> 100

A computer generated sample, from a population of 689 business firms, resulted in a total of 335 firms surveyed. Follow-up procedures determined that twenty sample subjects were invalid due to discontinuance of business activities. A total of 271 completed questionnaires were returned from the final sample of 315, resulting in a return of 86 percent.

Findings

There were six purposes of the study. The findings are reported by purpose.

Purpose 1. *To determine, by manufacturer, the current mini and micro data processing equipment in use by businesses in the Salt Lake City, Utah area.*

A total of 141 (52 percent) business firms reported owning/leasing a mini or micro (small) computer. In addition, 73 (27 percent) responded that they subscribed to a computer service firm. Thus, at least 79 percent of the respondent firms use computers in their business operations. There were 167 mini/micro computers in use by the 141 respondent firms. A total of 48 different manufacturers were reported. Thus, a wide variety of computer brands are in use. Mini/micro computers are used in 69.1 percent of large sized firms, 61.0 percent of medium sized firms, and 27.4 percent of small sized firms. Table 2 displays the use of small computers by SIC and firm size.

Purpose 2. *Identify the existing state of planning, by firms, as to future acquisition of computers.*

Fully 51 percent (137) of the respondents indicated plans to acquire a new computer within five years. Of that group, 30 percent were able to identify the computer manufacturer, indicating an advanced state of planning.

Purpose 3. *Assess the accounting, financial, and management areas for which businesses are currently using their existing mini/micro computers.*

Table 3 displays the computerized business applications in which businesses who have small computers are currently being utilized. The accounting functions are the most predominant, with specialized applications of

TABLE 2
Business Firms Who Own/Lease Mini/Micro Computers By
Industry Classification And Size Of Firm With Relative Proportions

Size of Firm	Agriculture		Mining		Construction		Manufacturing		Transportation Communication & Utilities		Wholesale		Retail		Finance Insurance & Real Estate		Service		Total	
	Freq.	Rel. Freq.	Freq.	Rel. Freq.	Freq.	Rel. Freq.	Freq.	Rel. Freq.	Freq.	Rel. Freq.	Freq.	Rel. Freq.	Freq.	Rel. Freq.	Freq.	Rel. Freq.	Freq.	Rel. Freq.	Freq.	Rel. Freq.
Small	0	0	1	33.3%	0	0	2	9.1%	5	29.4%	7	25.0%	5	18.5%	4	19.1%	2		26	18.4%
Medium	0	0	0	0	6	60.0%	8	36.4%	3	17.6%	9	32.1%	11	40.7%	7	33.3%	6		50	35.5%
Large	0	0	2	66.7%	4	40.0%	12	54.5%	9	52.9%	12	42.9%	11	40.7%	10	47.6%	5		65	46.1%
Total	0	0	3	2.1%	10	7.1%	22	15.6%	17	12.1%	28	19.9%	27	19.1%	21	14.9%	13	9.2%	141	100%

* Percentage in totals row is relative frequency of each standard industrial category.

TABLE 3
Computerized Business Applications

BUSINESS APPLICATIONS	FREQUENCY	PERCENTAGE OF FIRMS HAVING MINI-MICRO COMPUTERS
Accounts Payable	109	77.3
Accounts Receivable	115	81.6
Budgeting Management Planning	68	42.2
Cost Accounting	72	51.1
Cost/Bid Estimation	30	21.3
Files/Mailing Lists	79	56.0
Fixed Assets/Depreciation	71	50.4
General Ledger	112	79.4
Graphics	11	7.0
Inventory	89	58.9
Investment Analysis	19	13.5
Operations Research	21	14.9
Payroll	112	79.4
Statistical Analysis	53	37.6
Word Processing	40	28.4
Other Management Uses	36	25.5

"other management uses" being applied by over 25 percent of the respondent firms. Specific business applications by size of firm and SIC were developed to assist in the curriculum development process.

Purpose 4. *Identify whether current mini/micro computer users have purchased "packaged" software or have had specialized software programs written specifically for their use.*

The sources of software programs were mixed. There were 34.3 percent who responded that their software programs were developed internally and an equal number who used packed software programs. In addition, there were 31.4 percent who indicated use of both packaged and internally developed programs.

Purpose 5. *To identify if users of mini/micro computers, who have specialty programs, contract programming or employ their own programmer and the type(s) of computer language(s) utilized by the programmer(s).*

There were 56.7 percent of mini/micro users who employ their own programmer, while 33.6 percent contracted their computer programming. Basic is the most predominant computer language used by respondents. Table 4 displays the proportion of programming languages used. Several computers used multiple languages.

TABLE 4
Programming Languages Used In Salt Lake Business Applications

PROGRAMMING LANGUAGE	FREQUENCY	PERCENTAGE OF RELATIVE FREQUENCY
BASIC	67	34.5
PASCAL	2	1.0
COBOL	41	21.1
RPG/RPG II	29	15.0
FORTRAN	10	5.2
ASSEMBLER	22	11.3
Other	23	11.9
TOTAL	194	100.0

Purpose 6. *Measure the perceived importance Salt Lake Area businesses place on including applied data processing instruction for future business students.*

Perhaps the most significant finding is the expectation of the business community regarding the business education curriculum. The perceived importance of including applied data processing instruction for students in business courses was determined. A Likert scale was used to record responses with a scale of: 1=No Importance to 5=Extremely Important.

The average (mean) importance was $\bar{x}$ = 4.275. Fully 217 of the respondents (80%) perceived the importance to be 4=Major Importance or 5=Extremely Important. Statistical tests revealed a significant difference between those having computers and those not using computers. Those non-users of computers reported a lower perceived importance than users. Even with this statistical difference, the non-user perceived importance was in excess of 4.0 (Major Importance). There was no statistical difference between types of industries (SIC) and size of firms.

Summary

Clearly, the business community in Salt Lake City has applied computers to their

business activities. Further, that same community sets a high priority on teaching computerized business applications in business courses at Utah Technical College. How that Utah college responds will be a measure of its success in achieving its primary mission and role in the Salt Lake Community.

Curriculum revision is needed to integrate applied data processing instruction in business courses. To accomplish such revisions requires the following:

1. College administration should include in planning and budgets: equipment, software, instructional development, and curriculum development.
2. Educational Boards and State Legislatures should support planned changes.
3. Business instructors should:
   a. Develop user skills on new and upgraded equipment and software programs.
   b. Have released time and/or summer contracts to develop appropriate instructional methods applying computerized business applications.
   c. Increase instructional development with planned inservice programs.

While the study conducted by Utah Technical College does provide current information as to the *what* of business use of computers, the question of *how* to teach the new technology must be answered by the administration and faculty of the institution.

The era of the inexpensive business program appears to be ending as office equipment and technology change. Those changes demand competently trained personnel. It remains to be seen if higher education can meet the needs of a rapidly changing business environment.

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MOTIVATING STUDENTS TO ACHIEVE IN THE CLASSROOM

Veonne Howlett

Every teacher has taught at least one student such as Jean or David. Jean entered college reluctantly with a poor self-image, a dowdy wardrobe, few friends, and seemed to have difficulty grasping even simple concepts. It appeared doubtful that anything good could come of her coursework or that she would even stay in school. Yet after two years, she had made a complete turnaround. She was involved in student government, was working successfully at a part-time job on campus, and completed her coursework with a B average.

David, on the other hand, started college seemingly programmed for success. He had a quick intellect, money, a car, rapt admirers, and a likeable personality. Initially he did well in his classes, but by midterm of the first quarter his grades were slipping. In spite of the fact that he had the ability to do the work required in his courses, and even though he repeatedly said he was registered in his chosen area of study, he dropped out of school in February in utter failure. Why?

Educators often attribute the difference between predicted achievement and actual achievement of students to motivation. Lack of motivation makes a bright student an underachiever, and an abundance of motivation makes a mediocre student an overachiever. Unfortunately, our understanding of learning ability is much greater than our understanding of motivation to learn. What is motivation? It has been defined in the following ways:

1. The practical art of applying incentives and arousing interest for the purpose of causing a student to perform in a desired way.
2. One's reason for doing what one does.
3. The act of choosing study materials and presenting them in a way that will cause the student to work willingly with sustained enthusiasm.
4. That which gives direction and intensity to one's behavior. (Frymier, 1974)

Obviously, motivation, an extremely complex matter, is related to a person's inner impulses, is closely associated with a person's values, and is influenced by outside forces.

The suggestions that follow are not an attempt to oversimplify the complex components of motivation, but are rather an attempt to give teachers an easy-to-remember formula to facilitate efforts to motivate students on a day-to-day basis. The formula consists of three R's — Recognition, Reward, and Reinforcement.

Recognition

Fear of the unknown is one barrier to motivation. It is easy for a student to say "I can't do that. It looks too difficult, and therefore I don't want to be bothered." As individuals we sometimes want to proceed slowly, clinging to what is familiar because we have learned that unknowns can be dangerous. Closely related to fear of the unknown is the concept of self. Students cannot move forward without one foot on the ground. As students are recog-

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nized, they believe more and more in their worth and the capacity to cope with the unknown. Without recognition, people have little opportunity to change an attitude of low self-esteem and fear of the unknown.

This is not to say that people with high self-esteem will always be motivated to do well in a particular subject. Some students have a very high self-concept but are still totally disinterested and unproductive in certain classes. These students may be confusing needs and wants. Because students need certain classes does not mean they want them, or vice versa. Counseling with students to identify goals and to clarify values will help. This process of counseling is a form of recognition.

What are some ways of showing recognition to a student? Simply learning the student's name is one way, or sending a birthday card, or clipping a school newspaper article with the student's name, or sending a personal memo or message to recognize an honor or event in the student's life. Classroom interaction provides daily opportunity to show recognition, which, if done often, becomes more than recognition — it becomes reward.

Reward

The well-known psychologist, B. F. Skinner, in a recent interview *(U. S. News and World Report, 1980)* said, "There is too much emphasis in the world on trying to get people to do things by threatening them with punishment rather than by offering them positive rewards. That's true in all spheres, including government, education, and child rearing."

Skinner explains that punitive methods don't work — they breed a stubborn refusal to do anything. He feels that education has been punitive and negative traditionally and that it still is. He says, "Youngsters should not have to study to avoid punishment and failure; they should be studying because something good happens when they do."

A new system of education with systematic positive rewards for achievement and accomplishment would cause students to love what they are doing and to do it effectively. This does not mean that permissiveness should prevail. Permissiveness as an alternate to punishment doesn't work either. Punishment should not be given up until something positive can be put in its place. As students are taught to do things well through positive means, punishments can be de-emphasized.

What kinds of reward, then, can be given to students? Again, there is no easy answer. Each student may respond to something different. However, to aid the teacher in identifying how a particular student responds, Jack Frymier suggests the following dimensions of motivation:

1. Internal/external — internal refers to the aspects of personality and value structure which the individual brings with him or her, such as self-concept, belief system, and perceptual style. The external refers to the environment, such as books, peer reactions, teacher talk and expressions.
2. Intake/output — students who are avid readers and thoughtful listeners are intake types. Students who write and talk more are output people.
3. Approach/avoidance — this dimension suggests direction. Some students move forward toward good grades and teacher approval while others move away from them. Such students might be identified as positively or negatively motivated, depending on the other factors involved.

Students who want teacher approval can be motivated by encouragement through verbal or written comments. Students moving away from teacher approval probably want peer approval. By using small group discussion methods within a class, faculty can give peer-motivated students an opportunity to achieve. A balance of reading, writing, listening, and speaking activities helps to give both intake and output type students opportunities to achieve.

Rewards must be thoughtfully and creatively administered, keeping in mind the individual's dimensions of motivation. Often these dimensions can be identified only by trial and error, by continuing that which works, and by continual evaluation. A system of continuing that which works becomes reinforcement.

Reinforcement

Whether the appropriate term is encouragement, behavior modification, or programmed instruction, reinforcement is the key. Students are being reassured about their progression. In *Motivating Human Behavior*, Ernist Dichter says,

> The interesting and new discoverey that intermittent reward . . . is better than consistent reward has many applicatio. . . . if people (gamblers) were to win — even if this were legally possible — each time they played a certain number or a certain horse, a lot of the pleasure of gambling would disappear.

He then explains that initially, if every time a person does something right he or she is rewarded, eventually the pattern will be well established. Then, only intermittent reinforcement may be necessary.

If teachers look for opportunities to reinforce positive behavior, students will be happier and more productive. When rewarding or reinforcing, instructors should be sure to make the path to reward clear. If students are doing something wrong, try to explain exactly what is to be done in order to receive a reward. Then as students see that they are making progress, motivation will be enhanced. In communication models this idea of seeing progress through reinforcement is labeled feedback. Effective communication cannot occur without it.

One of the worst examples of not providing proper feedback is for faculty to administer tests, grade them, and never let the students see them again. The students never know what was wrong or correct and cannot adjust learning and behavior accordingly. Even final tests, perhaps especially final tests, ought to be graded immediately and given back to students, if only for a few minutes, to give the reinforcement necessary to adjust ideas, concepts, or behaivor.

Will knowing these three principles — recognition, reward, and reinforcement — solve all motivation problems? Probably not. Each day brings new challenges, and teachers must be sensitive and aware of student responses to motivation efforts in order to adjust methods.

Motivation can be thought of as an ever-expanding rubber balloon that never bursts. Teachers must keep trying to motivate students through positive means.

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LITERATURE AS A SECOND LANGUAGE

Gary Parnell

Three senior citizens are walking down the lane when one says, "My, it's windy today!" To which another responds, "No, I think it's Thursday." And then the third says, "So am I. Let's stop and get something to drink."

The joke is as bad and time worn as its almost daily re-enactment in our introductory courses in literature. The teacher says one thing, the student hears something altogether different and responds with a comment that seems totally unrelated to the topic of discussion. What is going on? Is this tragicomic failure in communication to be blamed on the perverse philistinism of the younger generation, or shall we fault the pompous pedantry of overtrained instructors? Do we dare take comfort in the self-congratulatory but dangerous contention that literary appreciation is just too exalted and ephemeral to be communicated to young and unseasoned minds?

Developmental Stages

There are other alternatives, of course, and I would like to discuss one of these. Some research has been done and some is still in progress on the concept of developmental stages in literary appreciation. What I propose to do in this short space is not to announce the results of these studies or to declare the discovery of a verifiable sequence of development but rather to offer a hypothetical hierarchy, a preliminary sketch of a structure that might possibly exist and which might be tested against our own past experience and present intuition. Perhaps if a valid scheme of developmental stages could be discovered, there would be hope of bringing the instructor's language level down to a strategic position from which it might begin raising the developmental consciousness of the students.

So, with apologies to Jean Piaget, Lawrence Kohlberg and Michael Parsons, I will divide the development of literary appreciation in a prototypical individual into six discernable but overlapping stages. These stages will refer only to the appreciation of "good" literature and not to commercial, escape, or modern romance fiction. The stages are assumed to depend both on innate factors such as intellect and maturation and on environmental factors such as life experience and exposure to quality writing.

Stages, if they prove to exist, might look something like the following:

Stage One: Punishment and reward — obedience orientation.

At this stage students read whatever garners them the praise, acceptance, appreciation or good grades they desire from an authority figure. Their definition of good literature is whatever the teacher says, and this applies to any teacher at any time the students happen to be enrolled in a particular course or otherwise be associated with an authority. Evidently, from the failure rate in many of our literture courses, not all of our students

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have reached even this elementary level of development.

Stage Two: Instrumental relativist — usefulness orientation.

At this level students will study literature if they are convinced it is "worth knowing," either in the sense of vocational advancement or on prestige enhancement. Knowing about good literature will help one to get ahead and will be instrumental in obtaining other, more primary goals. In some elementary way, these students have answered the question "What good is literature?" by stamping it into a coin of the realm, exchangeable, though they may not know how or why, for goods of more evident value.

Stage Three: Interpersonal Concordance — nice guy, good girl orientation.

Literature is what the better classes of people enjoy, as any social climber who fell asleep in the opera house will tell you. We become better persons, more highly thought of and respected to the extent that we are conversant with and seem to appreciate good writing. Students will study great works as a means toward improving their character and shaping their personalities but without admitting to materialistic goals so evident in stage two.

Stage Four: Satisfaction in personal prowess.

Having, by whatever means, obtained a respectable vocabulary in literary criticism and having become practiced at parsing, analyzing, explicating and evaluating, the students take natural pride in their skill and actively seek works that are worthy of their critical acumen. They especially like classic work, which can be shown to have been "overrated" and unpopular modern work, which can be shown to be ahead of its time. Graduate schools of English are not unknown to harbor individuals of this inclination.

Stage Five: Admiration For Craftsmanship.

This first truly unselfconscious stage finds the reader enthralled by the intellectual and emotional energy of great thinkers throughout history. There is great meaning to be uniquely had in well wrought literature and this meaning is an end in itself. Craftsmanship is admired for its elegant ability to illuminate and communicate this cultural heritage of vital meaning.

Stage Six: The Aesthetic Attitude

This is the stage which philosophers, artists, and scholars have labored for centuries to define. It is some form of pure but critical enjoyment; a kind of non-acquisitive contemplation. It stands in relation to our emotions where goodness does to ethics and correctness does to intellect. It is quite incomprehensible to all but a few who have not felt it within themselves.

The educational implications of this crude and tentative scheme are numerous. People at one stage respond negatively to motivational influence aimed at a lower stage, and as research by Kohlberg, *et. al.* has shown, persons at a given stage are incapable of even making sense of a stage more than two levels above their own. This may not be the total scheme and these may not constitute the best articulation of the stages, but like any other important subject, literary appreciation will best be taught when it is presented in the current languages of its target audience.

EXPRESSIVE WRITING IN CONTENT AREA CLASSES: THREE BENEFITS

Dr. Janice Kleen

Contrary to the belief of some faculty members on some college campuses, composition teachers are not totally pleased with their seemingly impregnable position nor with all the attention being awarded their discipline. We are, of course, pleased that compostion is now considered a respectable discipline. We can, thus, legitimately concern ourselves with studying it and its production, both physiological and psychological; we can investigate how the skills required to produce it are learned; we can actually earn Ph.Ds. with composition as a major field; we can write books and articles for reputable journals, attend innumerable conferences, present papers and workshops, and become consultants. And we can teach others how to create environments in which people can develop their writing skills. As a result of all this activity and growth in our knowledge, we have developed theories of the composing processes of writers and can deal intelligently with the surface forms of writing — organization, coherence, development, punctuation, and spelling. But we do not do enough, we can not do enough, to insure that our students will become and remain capable writers. We need help.

Other Teachers Shudder

When composition teachers state unequivocally, sometimes despairingly, that they need help, teachers in other disciplines shudder. They think they know what is coming. They are sure they are going to be asked to assign more formal case studies, more term papers, more book reviews, more lab reports. Sometimes they are. And maybe they should be. Everyone knows that neglecting to practice any skill usually results in a deterioration in that skill, sometimes a complete loss. Weight lifters must keep lifting weights. Writers must continue to write. So although composition teachers often manage to get freshman students writing well in the transactional mode, these same students are just as often back on their former levels or lower by the time they are seniors. Kitzhaber found such to be the case and the lack of writing practice in courses beyond the freshman composition program the villain. (It was a constant source of wonder to me that so many of the graduate students I helped while working in the Writing Lab at Purdue were such terrible writers although they had come through the rigorous academic training Purdue offers.) Certainly, therefore, teachers in content areas have an obligation to their students to require that they produce the forms of writing peculiar to those areas.

We must, however, be reasonable. Presenting essential subject matter is often challenge enough without composition teachers adding to it the editing and proofreading of student writing. But to insure mastery of subject matter and to encourage intellectual growth generally and specifically, content area teachers must still require writing of certain types.

Reasons to Require Writing

The reasons seem most compelling. First, as I mentioned before, even if students have

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learned how to write reports, term papers, and exams in their English classes, they must continue to write them if they are to retain the skill to do so. Second, and more important, if students are to develop their cognitive, their retentive, their reasoning powers, they must engage in much expressive speaking and writing. Composition teachers encourage this mode through prewriting activities and cross-disciplinary subjects for writing. They are forced into the latter, for the only indigenous content in a composition class is the principals of composition and the English language. Although the cross-disciplinary approach is, therefore, the only legitimate approach, it is still an artificial one. Only in content classes are the subjects for writing the content of the classes; thus, only in content classes can training and practice in the expressive mode come naturally.

Most of us agree, I am sure, that students learn best when they are actively engaged in their learning, physically engaged, that is. In inherently passive learning situations such as lectures or the viewing of audio/visual materials, students must be led in some way to construct or reconstruct information, to create images, to make inferences, to tie it all together, and, through these activities, to encode it into their long-term memories. Because of the complexities of the activities students are responsible for in learning situations, sensitive teachers finally, if not initially, give up the notion that good instruction consists of material clearly organized and drilled home through repetition and reinforcement, followed up by testing and retesting. That approach, too often, produces simply boredom or, at best, only partial, ephemeral learning.

The secret to promoting cognitive growth in students and, thus, real learning is demanding the oral and written exploration of concepts and materials. These explorations force initial involvement, which in most students produces deeper and deeper involvement and more and more writing and speaking, which, in turn, generates better understanding, not just of generalizations and facts, but of concepts, of interrelations of parts, of textures.

General Language Areas

A little reflection suggests that language activities fall into two general areas, not mutually exclusive or lineally aligned, of course, but rather well defined. One is the language of exploring and discovering. This is the language we try to activate when we teach process or recursiveness rather than product. The other is the transactional, the one for reporting, informing, and persuading. This is the language of product. The first is creative, personal, problem solving; the second is impersonal, semi-formalized. The obvious is that there is no quality second language without the first. Good writing cannot be produced without it nor the solutions to math problems nor the generalizations in psychology. And yet student writing in any area, examination results, and experimental outcomes reveal all too often and all too clearly that the first language has been ignored or that students are unaware that it must operate in all intellectual activities.

The root of the problem is that, for many reasons, students are not forced to develop cognitively. James Britton's study strongly supports this view in the area of composition; Janet Emig earlier concluded that:

> The teaching of composition [any subject] is essentially unimodal, with

> only extensive writing [testing] given sanction in many schools. Almost by definition, this mode is other-directed — in fact it is other-centered. The concern is with sending a message, a communication out into the world for the edification, the enlightenment, and ultimately the evaluation of another. Too often, the other is a teacher, interested chiefly in a product he can criticize rather than in a process he can help initiate through imagination and sustain through empathy and support (p. 97).

This other-centeredness of the writing and of other products neglects three/fourths of what Britton views as the writing process — conception, incubation, and production. "An essential part of the writing process [and any other learning process] is explaining the matter to oneself. . . . all the careful note-making and selection and arrangement of data can do very little" if the stages which incorporate this activity are neglected (pp. 28-29).

Teacher Obligations

These stages, then, are the responsibility of all teachers. All teachers have the obligation to help their students learn to investigate ideas and material. The possibilities for situations that help students learn to do that are limited only by the imaginations and experiences of instructors, but let me give a few general examples. In such areas as astronomy, psychology, and education, students could keep journals noting and exploring manifestations in their worlds of what they are studying. Students of mathematics could keep problem-solving journals in which they make concrete their mental processes while solving problems. Students in chemistry, calculus, and auto mechanics could take elements from the lesson for the day and personify them. Imagine the knowledge necessary to create a conversation among geologic strata. Students in all classes could write responses to lectures, readings, and discussions, explaining what they individually understood or what they did not understand and why.

The role of instructors in all of this would be to create the writing situations and then pick up clues from the productions as to what needs to be clarified and how to go about doing the clarifying. More classroom explanation? Outside reading? Enrichment activities? Study groups? Tutors?

I do not see these instructors "correcting" papers for surface problems; I do, in fact, discourage it. Students must feel free in expressive writing to explore, to risk; they must not be made to worry excessively about surface features. If some students seem to have serious problems with composing or editing or proofreading, they should be referred to writing centers or writing labs or English teachers. The main emphasis in the content area should be the student's grasp of the content.

Student Benefits

If students are forced to function in the first two stages of the learning process — conceptualization and incubation — by talking and writing expressively, the benefits to learning in the content area should be considerable; the power of such an approach in improving cognitive skills and composition skills should be even greater. And that is the third benefit of such activity. In the writing classes, instructors will still have to make clear how these stages operate in the process of composing, but they and the students will be somewhat freed to focus on the production stage, the product stage. Surely, then, more students will approach composition classes and classes which incorporate formal writing more positively. Surely, then, they will realize the value of such classes in giving them opportunities to shape the results of their thinking/discovering efforts into reporting, informing, persuading languages and forms.

It would be simplistic to suggest that if all teachers in all areas made provision for continuous writing and frequent discussions, all

students in all institutions would reach their full potentials. It would be even more simplistic to suggest that if we did so on the college level, we could mitigate the effects of educational deprivation on the secondary and elementary levels; our students, after all, are past the stages of rapid brain growth and development. But incorporating expressive writing into content classes is certainly one way, a psychological sound way, to encourage intellectual growth and to improve writing skills.

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A PARTING SHOT: BOTH SIDES IN UTAH

Vaun Waddell

Flour in one-kilogram packages? Beef sold by the 100 grams? Belgium, 1965. I was shocked, even scandalized. Back home we thought in terms of whole cows and bins of grain, easily available and the only practical quantities for families of nine or a dozen. America and I grew up that way. Since then, we have noticed the finiteness of things: food, fuel, finance. We have begun the retreat from materialism, a paradoxical imposition of necessity.

We Utahns are all farmboys at heart — a horse and a half-acre in Midvale, a backyardfull of tomatoes and pole beans. Every man is a frontiersman — stalking the mule deer, 4-wheeling Easter away in the desert. Such energy is laudable; as its symptoms become ritual they may remain possible. But on the other side, even the man in overalls and straw hat is a citizen of the city, the urban community that envelops a shrunken globe — and Utah. Urbanity is a cultural phenomenon, not a geographic one. If you watch the news you are exposed to it; if you read a daily paper you have contracted it; if you think about what you see and read you have an incurable case.

The world is changing (there is nothing new under the sun). In Utah, community and technical colleges are at the front in a paradoxical way. Our increasingly mature students seek new careers because events mandate a revision of values. They come to change their ideas, possibly their ideals, not to perpetuate them. So we, the pedagogical traditionalists and scholarly smallfry, frequently see a personal cultural vacuum. Some apprentice welders want to know how steel has shaped humanity; in a review of basic math some will ask if human values can be computed; bookkeeping students question the relationship of the dollar to human endeavor.

Your salary and mine are testaments to the elitist academic oversell of the 60's. We have brains; the market is for Atari. We learned to question; the world needs answers. Without a human dimension, a spiritual depth, the technical overkill of the 80's could add to the individual cultural vacuum a collective material vacuum, but for our collective ashes.

Americans reordered the world in terms of the material frontier. We are now reordering it in technological terms. With the same energy and bravery, the essence of manifest destiny, we could initiate a renaissance in humanity, a realistic revision of the American dream. Paradoxical in a final sense, that can happen only to individuals, ones like you and me and the students we work with.

VAUN WADDELL, an English major and member of the FOCUS editorial board, was educated at the University of Utah and Utah State University. Following seven years in service with the U.S. Army Intelligence and eight years of residence abroad, he became Learning Assistance Director and English instructor at the College of Eastern Utah.

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